

SOUTHEAST MIDDLE

731 Horrell Hill Rd.
Hopkins, SC 29061

GRADES 6-8 Middle School

ENROLLMENT 822 Students

PRINCIPAL Jeannetta W. Scott 803-695-5700

SUPERINTENDENT Dr. Ronald L. Epps 803-231-7500

BOARD CHAIR Vince Ford 803-231-7556

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	1	23	16	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 12 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

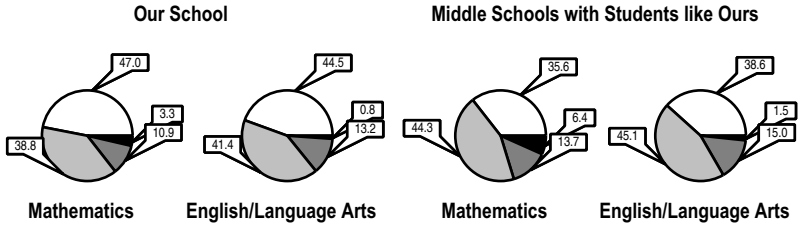
FOR MORE INFORMATION, VISIT WEBSITES AT:




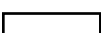
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Below Average	Below Average	N/A
2003	Below Average	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	64	207	73
Percent satisfied with learning environment	71.0%	58.5%	69.0%
Percent satisfied with social and physical environment	78.3%	64.4%	54.2%
Percent satisfied with home-school relations	29.5%	77.3%	61.6%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	802	98.9	44.5	41.4	13.2	0.8	14.0	17.6
Gender								
Male	406	98.5	49.7	40.7	9.3	0.3	9.6	17.6
Female	396	99.2	39.2	42.2	17.2	1.3	18.5	17.6
Racial/Ethnic Group								
White	148	100.0	34.8	39.1	24.6	1.4	26.1	17.6
African-American	643	98.6	47.1	41.7	10.5	0.7	11.2	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	10	100.0	30.0	50.0	20.0	N/A	20.0	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	681	99.7	42.1	41.7	15.3	0.9	16.2	17.6
Disabled	121	94.2	59.4	39.6	0.9	N/A	0.9	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	802	98.9	44.5	41.4	13.2	0.8	14.0	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	802	98.9	44.9	40.9	13.4	0.8	14.2	17.6
Socio-Economic Status								
Subsidized meals	542	98.3	49.1	39.4	10.5	1.0	11.5	17.6
Full-pay meals	260	100.0	35.1	45.7	18.8	0.4	19.2	17.6

Mathematics								
All students	802	99.9	47.0	38.8	10.9	3.3	14.2	15.5
Gender								
Male	406	99.8	48.2	37.6	10.0	4.2	14.2	15.5
Female	396	100.0	45.9	40.0	11.7	2.4	14.1	15.5
Racial/Ethnic Group								
White	148	100.0	30.4	42.0	17.4	10.1	27.5	15.5
African-American	643	99.8	51.2	38.1	9.1	1.7	10.7	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	10	100.0	30.0	40.0	30.0	N/A	30.0	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	681	100.0	43.7	40.6	11.8	3.9	15.7	15.5
Disabled	121	99.2	66.1	28.6	5.4	N/A	5.4	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	802	99.9	47.0	38.8	10.9	3.3	14.2	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	802	99.9	47.3	38.5	10.9	3.3	14.3	15.5
Socio-Economic Status								
Subsidized meals	542	99.8	52.6	36.0	9.6	1.8	11.4	15.5
Full-pay meals	260	100.0	35.2	44.7	13.5	6.6	20.1	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	230	N/A	36.9	40.4	19.6	3.1	22.7
	Grade 7	283	N/A	37.6	50.4	10.6	1.5	12.0
	Grade 8	209	N/A	32.0	51.7	15.8	0.5	16.3
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	272	99.6	40.8	40.0	17.7	1.5	19.2
	Grade 7	251	99.6	43.7	40.6	15.3	0.4	15.7
	Grade 8	279	97.5	49.0	43.6	6.9	0.4	7.3

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	230	N/A	48.7	40.3	8.0	3.1	11.1
	Grade 7	283	N/A	60.6	28.5	9.1	1.8	10.9
	Grade 8	209	N/A	51.7	40.4	6.9	1.0	7.9
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	272	100.0	39.0	41.3	15.4	4.2	19.7
	Grade 7	251	100.0	55.7	32.2	7.4	4.8	12.2
	Grade 8	279	99.6	47.4	42.1	9.4	1.1	10.5

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 822)				
Students enrolled in high school credit courses (grades 7 & 8)	30.9%	Down from 54.6%	12.3%	14.4%
Retention rate	2.3%	Down from 3.6%	3.3%	2.3%
Attendance rate	96.1%	Up from 96.0%	95.0%	95.2%
Eligible for gifted and talented	16.2%	Up from 14.4%	12.7%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	14.2%	Down from 14.4%	15.0%	14.1%
Older than usual for grade	4.6%	Down from 5.3%	4.8%	4.9%
Suspended or expelled	0.0%	Down from 5.3%	1.2%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 59)				
Teachers with advanced degrees	45.8%	Down from 48.3%	45.8%	47.1%
Continuing contract teachers	62.7%	Down from 63.8%	79.1%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	84.3%	N/A	82.0%	84.3%
Teacher attendance rate	93.6%	Down from 95.2%	94.9%	95.0%
Average teacher salary	\$37,331	Up 3.0%	\$38,862	\$39,924
Prof. development days/teacher	8.6 days	Up from 6.9 days	10.2 days	10.7 days

School				
Principal's years at school	4.0	Up from 3.0	3.0	3.0
Student-teacher ratio	17.9 to 1	Up from 11.2 to 1	20.7 to 1	21.0 to 1
Prime instructional time	87.9%	Down from 90.3%	88.3%	88.9%
Dollars spent per pupil*	\$6,699	Up 7.8%	\$5,991	\$5,854
Percent spent on teacher salaries*	58.6%	Up from 54.7%	62.9%	62.0%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	91.1%	Up from 89.7%	93.7%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Southeast Middle School continued achieving academic excellence throughout the 2002-2003 school year with noted performances, including being named a Exemplary Writing School.

Beginning with the nearly 90% of the 8th grade students who were involved in the district's Career Quest to our championship football team, our students persistently worked toward excellence. Our academic excellence is noted by three 1st place winners of the Midlands Mathematics Meet, 2nd place winner of the Lt. Governor's Writing Award and numerous other academic events where our students placed or were honorably mentioned.

Test results indicated a need for a greater focus in the areas of Math and English/Language Arts. Consequently, we have initiated an additional reading program, refined the Accelerated Reader Program and added the Accelerated Math Program to the existing curriculum that we offer to assist our students with their academic performance.

We have enhanced our instructional program through the After-School Tutorial, Early Bird Tutorial and PACT Blitz.

With the support of our School Improvement Council and Parent Teacher Organization, our school benefited from cash and donations, as well as hundreds of volunteer hours.

While we have made tremendous strides, we recognize that we must continue to offer programs of academic assistance in the areas of math and English/Language Arts. We continue to see creative ways to enhance students learning and enhance parent and community involvement.

Jeannetta W. Scott, Principal, Southeast Middle School

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.